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GAML: Conclusions from the expert meeting on Indicator 4.1.1

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GAML4

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Introduction



Representatives from regional and international learning assessments met to discuss **cross-linking** and **comparability**, in Hamburg, Germany.

SDG Indicator 4.1.1: *Proportion of children and young people in (a) Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education, achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex*

General Agreement on Interim Reporting

- Interim reporting period; 2017-2019
- 2017 → UIS would report on countries participating in cross-national assessments.

Regional



pasec



Pacific
Community
Communauté
du Pacifique

Citizen-led



Cross-national



Leveraging on all existing data and addressing equity

- Reporting against indicator 4.1.1

Did the country participate in a cross-national assessment?

Yes



Use the data

✓ Highest quality data

No



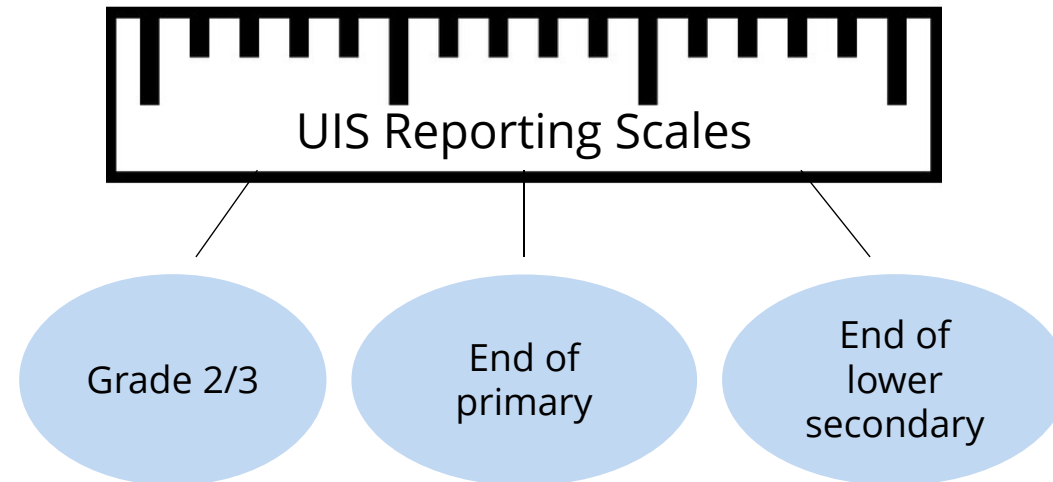
Use national assessment or citizen-led assessment data

- Ensure the maximum number of countries are reporting
- Footnoting/annotations → results are fit for purpose and relevant for action
- Equity; reporting learning for *all* children



Therefore,
Reporting should reflect out-of-school populations

Green light for UIS Reporting Scales



- Facilitate alignment between assessment programmes;
- Enable countries to pursue different options for assessments; and
- Allow for some harmonization of results

Reading & Mathematics

- Mapping proficiency levels
- Mapping proficiency level descriptors
- Identify common recommended benchmarks for MPLs → **Harmonising national assessments**

Expanding comparability and coverage with innovative solutions

- Expanding the coverage of learning data by linking regional and international assessments
- The Ring Comparison
 - 2 or 3 countries/region would participate in a regional assessment and TIMSS → comparing scores → insight on benchmarking and MPLs
 - Remaining countries would report on the TIMSS scale using results from the “ring” countries
 - ✓ Allows each region to be independent
 - ✓ Adopt the estimation methodologies that are best suited to country characteristics and statistical capacities

The need for funding

Countries need funding to administer national and cross-national assessments

Regional learning assessments need funding to strengthen themselves & support country capacities

Global initiatives need funding to ensure they deliver to the end



Investment Case
UIS and GPE

- 2017 Survey of Cross-National Assessments, administered on:
 - Countries
 - Assessment Agencies
 - Donor Institutions

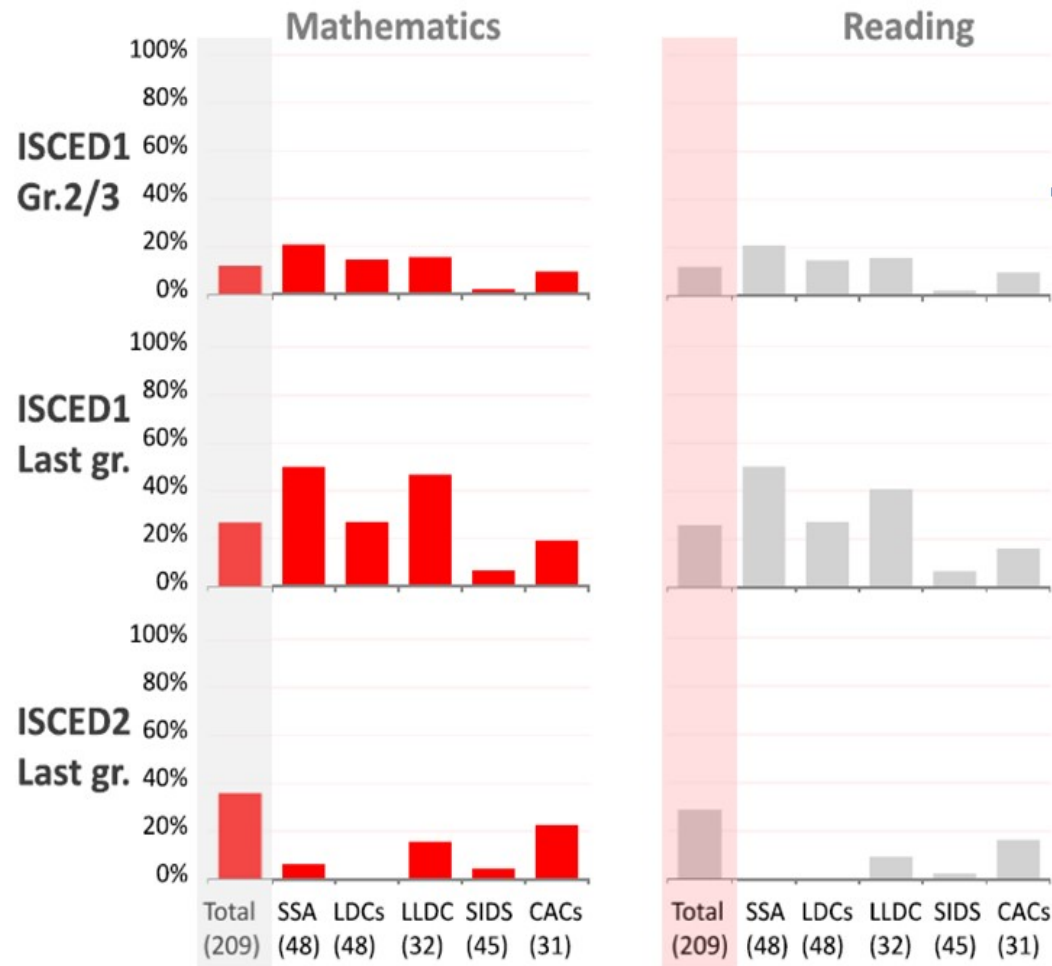


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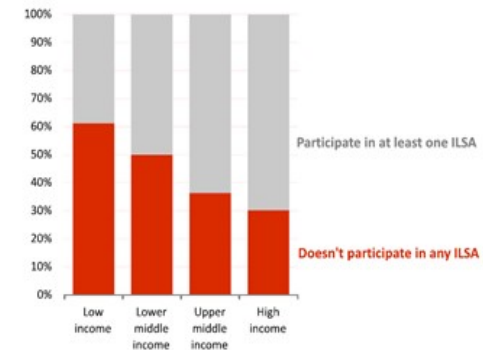
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% OF COUNTRIES WHICH PARTICIPATE IN ANY LARGE SCALE ASSESSMENT,
by vulnerability status, subject-matter and point of measurement



“The most vulnerable countries and, in particular, **African countries, least developed countries [LDCs], landlocked developing countries [LLDCs] and small island developing States [SIDS],** deserve special attention, as do countries in situations of **conflict and post-conflict countries.**”

Transforming our world: the 2030 Agenda for Development (UN, 2015)



No global and comparable information exists that can be used to compute SDG 4.1.1.

✓ Coverage Issues

- Many countries do not have data on their children's and young people's proficiency levels in reading and mathematics.

✓ Technical Issues

- Among the countries that do have national learning assessments, skills, tools and metrics measure different mathematics and readings skills at different grades/ages.
- Results are not linked in the same scale
- Countries have different educational structures

✓ National capacity issues

- Many countries do not have data on their children's and young people's proficiency levels in reading and mathematics because they do not have either the financial capacity and/or the technical capacity;
- The great majority of countries without high-quality learning assessments are either low-income or lower-middle income countries.

- ✓ Technical responses through a set of tools to conceptually align assessments:
 - Global Framework for Reference: to define the skills/competencies and contents associated to each point of measurement;
 - Global standards of data alignment for methodological and operational procedures
 - A set of tools and standards to compare and define benchmarks
- ✓ Funding responses through a set of strategies to expand coverage:
 - Funding options to expand coverage of the next round of cross-national learning assessments to expand the number of countries
 - Cross-national assessment expansion to fill the gap for the regions that do not have any regional assessments with special focus given to primary education.
- ✓ Capacity development through a set of strategies to improve data alignment
 - Capacity development strategies (and funding) to support countries to build national learning assessments that meet technical standards.

✓ Assumptions

- Each assessment costs .5 million US dollars
- Each country does two points each 4 years

✓ Parameters

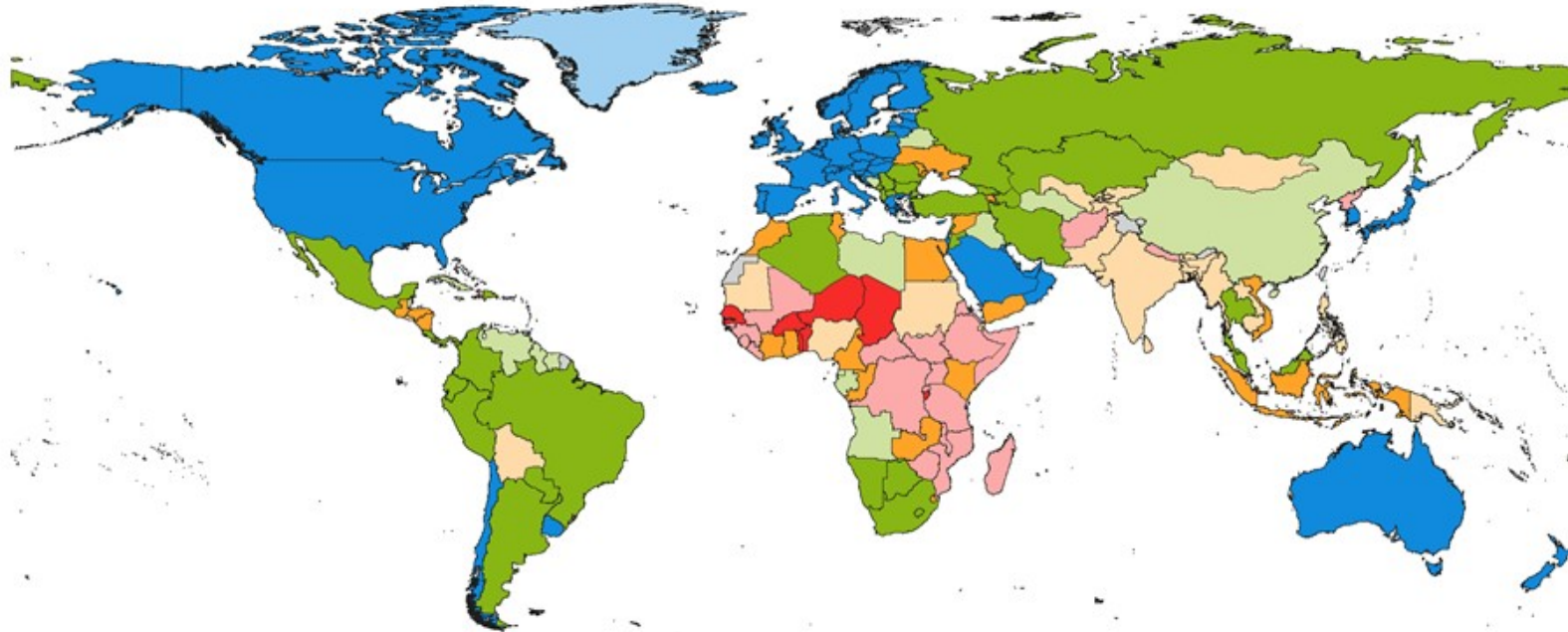
- 5.8 Billion of US dollar per year as costs for pre-primary through secondary education
- 10% of inefficiency as conservative number costs US\$580 million per year
- 5% of the inefficiency is addressed with learning data
- 30 US million per year per country
- High Benefit Cost ratio (30/.25 US million per year -120 million)

✓ Funding strategy from international community

- 100% first year
- 50% second year
- 0% third year

Countries participating in cross-national learning assessments, by income level

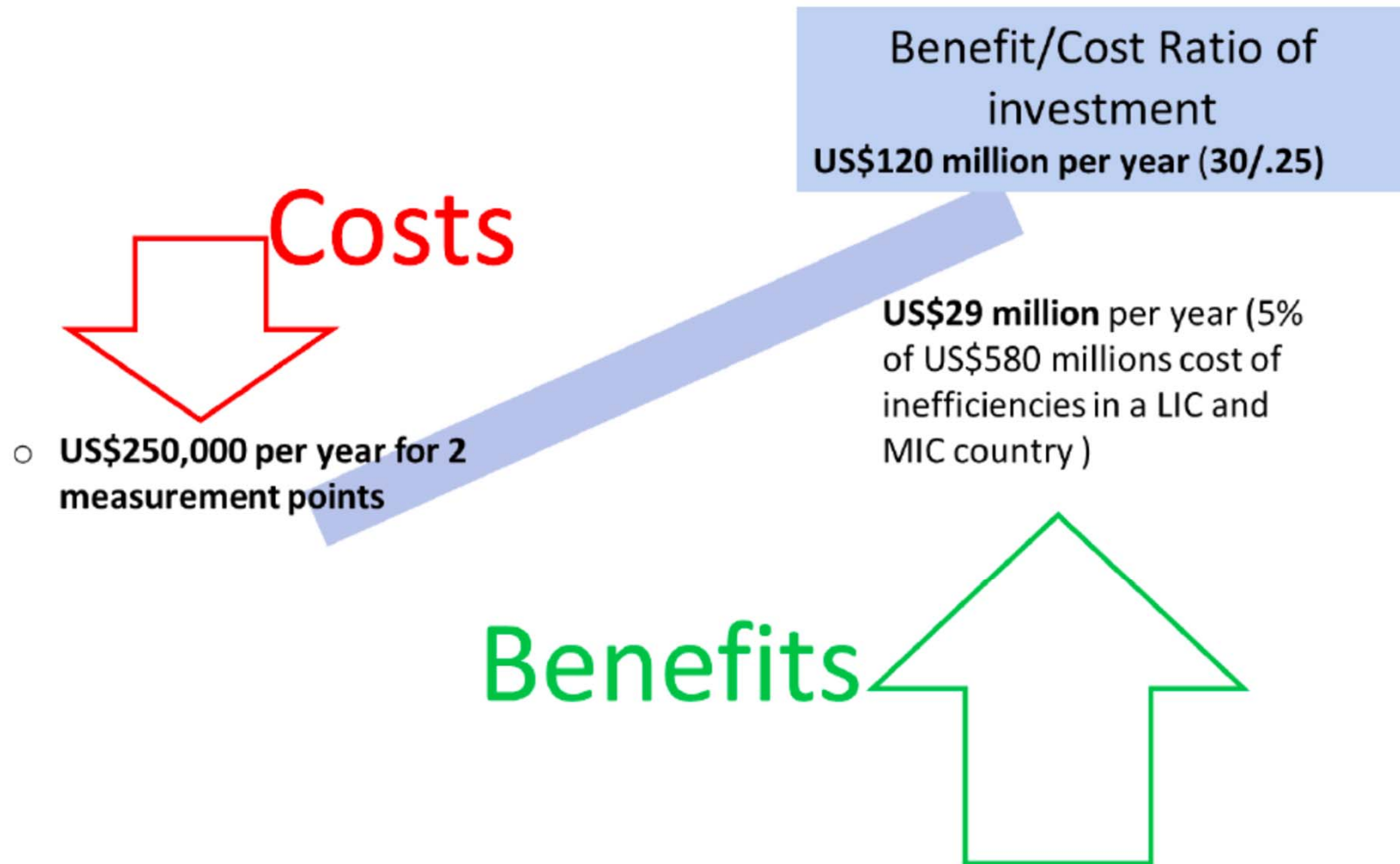
Low-income countries:	■ Assessment	■ No assessment
Lower-middle-income countries:	■ Assessment	■ No assessment
Upper-middle-income countries:	■ Assessment	■ No assessment
High-income countries:	■ Assessment	■ No assessment



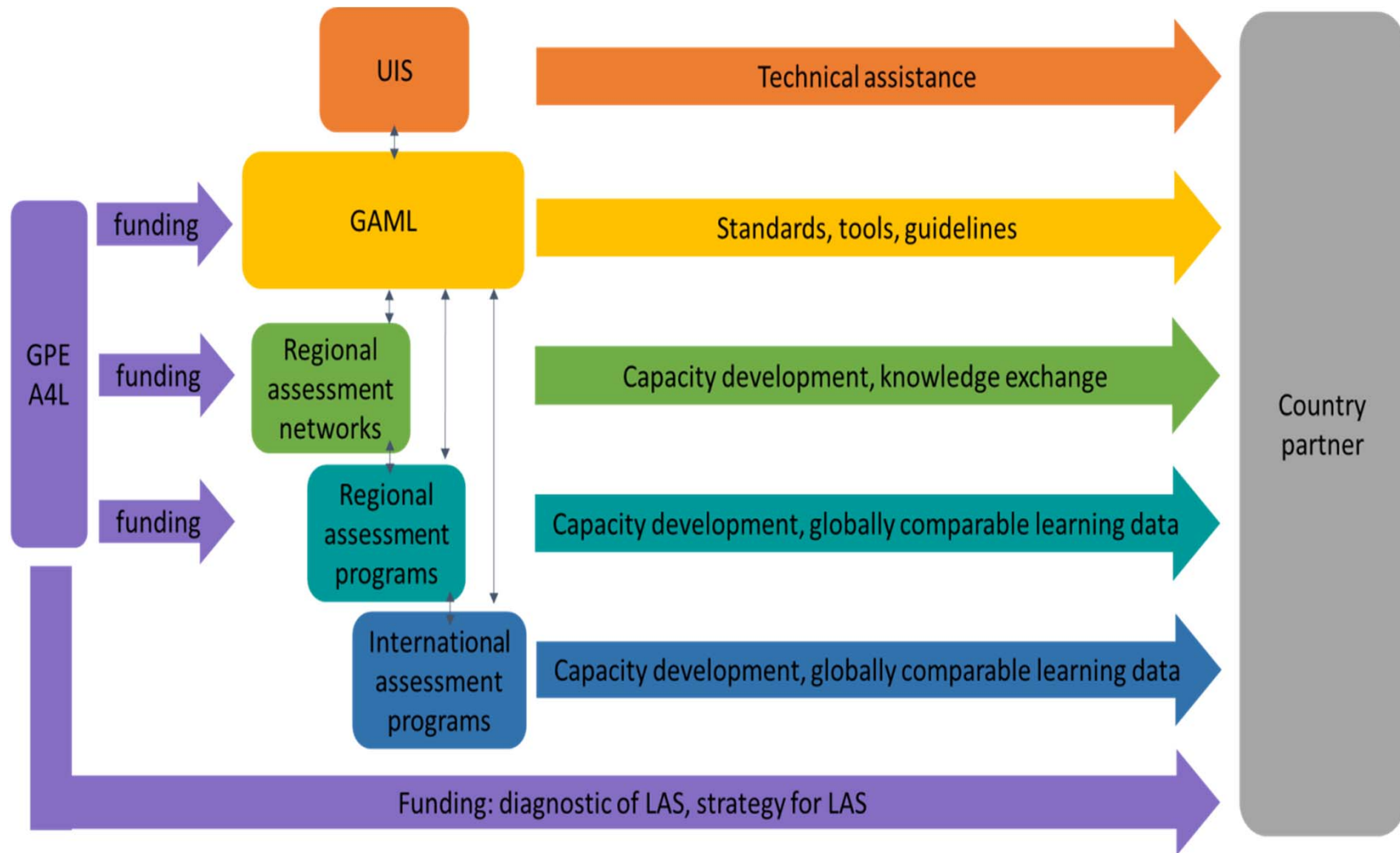
Note: The depiction and use of boundaries and related data shown on this map are not warranted to be error free nor do they necessarily imply official endorsement or acceptance by UNESCO.

Total number of countries participating		Financial support needed, \$US millions*			
		2018-2019	2022-2023	2026-2027	Total
Africa	31	31	16		47
LAC	16			16	16
Asia	33		33	17	50
Europe	14			14	14
Oceania	4			4	4
Implementation, all countries	98	31	49	51	130
Coordination		2	2	2	6
Total		33	51	53	136

The cost benefit is clearly positive



How can we collaborate to make expansion and comparability materialize?





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